

Report from the Academic Director of Taught Programmes for LTC, 26 June 2013

1) The Academic Development Programme for 2013/14.

As ADTP I am responsible, with support from CSED colleagues, for developing the annual programme of Academic Development workshops. This is the third programme I have developed since taking over the role from my predecessor. The programme for 2011/12 was very successful, resulting in a doubling in the number of attendees on the previous year (as reported by the Head of CSED in his recent report to LTC). I am hopeful that the programme for 2012/13 will see another rise in attendance and engagement by staff of the University. The programme for 2013/14 is attached as **Appendix 1** to this report. This is the most ambitious programme to date. As ADTP I was particularly concerned to ensure that planning of the programme was informed by a more robust consultation process and I am pleased to report that its development has involved considerable input from Faculty LTQCs. This is the most effective way of ensuring that the programme meets the perceived needs of academic staff within the University. LTC members will note that there is a greater emphasis than ever before on providing workshops that support key role holders to carry out their duties most effectively – this includes dedicated sessions for Teaching Directors, SSLC Officers, Plagiarism Officers, Module Convenors and Course Directors. The programme also addresses areas that are entirely new to the Academic Development programme: including the use of MOOCs, Open Educational Resources, Competition Law, and ‘digital profiles and ‘footprints’. There will also be input from leading external experts (e.g. Kay Sambell (Northumbria), Sue Beckingham (Sheffield), and Sue Bloxham (Cumbria). Workshops have been included on supporting students with chronic conditions and supporting students whose 1st language is not English. There is also a workshop focused on ensuring that Associate Tutors are supported, managed and integrated effectively into course teams. It is hoped that this wide-ranging and ambitious programme will succeed in engaging academic and support staff alike, and will therefore impact positively on the student experience.

2) Feedback on the Learning & Teaching Day 2013

The feedback from the Learning and Teaching Day 2013 has now been collated by CSED colleagues and is attached as **Appendix 2** to this report. The feedback indicates clearly that the Day was very successful and succeeded in engaging colleagues from all four Faculties, INTO, INTO London, as well as a significant contingent from our partner colleges – including UCS, CCN and Easton College. The event was also attended by a small group of PGR students. Participants rated the event highly, with 100% rating it as ‘good’ or ‘excellent’ in terms of interest. Over 90% felt that the structure of the day was also ‘good’ or ‘excellent’. Nearly half the attendees attended all four parallel sessions, and the remainder attended three or two. The parallel sessions were generally rated as a 3 or 4 for content (4 being the maximum). All but one was rated as primarily a 3 or 4 under the category of ‘opportunity to participate/contribute to discussion’. Similar scores were achieved under the category of ‘how useful the workshop was in their particular role’.

The qualitative comments are also overwhelmingly positive, both for the parallel workshops and for the two keynote sessions at the beginning and end of the day. One colleague noted

that the event was much better than the one in his/her previous University. Colleagues felt that the quality of the workshops was very high, that the day went well, and that it raised lots of useful ideas and provoked lots of thought about how to improve the student experience. Some, however, felt that the day could have been promoted more widely and earlier. One statement from a colleague could be said to reflect the tenor of many: "This was a very useful opportunity to see what was happening in other schools and share innovations and research". One comment, which one suspects was from a colleague at a partner college is worth noting: "It's a really important activity. We lack this opportunity to discuss these issues and feel part of a larger organisation". In terms of suggestions for the future, some would like to see more of an emphasis on employability; others would like to see a focus on the transition between school and university. Other suggested future themes included 'breaking down disciplinary barriers', 'e-learning' and 'improving feedback'. Overall the feedback suggests that the event was both well attended and well-received, though some felt that the day could have been shorter, and some would have liked not to have to choose between different parallel workshops. For next year a small steering group will be established which carries out much of the initial planning.

Dr Adam Longcroft
Academic Director for Taught Programmes
June 2013

Appendix 1

Academic Development Programme for 2013/14 (Developed by Academic Director for Taught Programmes and CSED)

Title	Date	Contributors	Description
PEDAGOGICAL INNOVATION AND ACADEMIC PRACTICE			
Developing and delivering Massive Open Online Courses (MOOCs)	10:00-1200 Mon 10 Feb 2014 Confirmed✓	Helena Gillespie & Simon Lancaster	Massive Open Online Courses (MOOCs) have been a subject of much discussion in the Global Higher Education community during the last year. In December 2012 UEA and other HEIs announced that they were partnering with FutureLearn, a company formed by the Open University to develop MOOCs. This workshop will look at what role MOOCs might play in 21st Century Higher Education in general and for UEA in particular. It will also give participants access to the skills and knowledge they will need to begin to develop MOOCs related to their teaching, research, scholarship or enterprise work
Maximising the Value of Online Educational Resources (OERs) in our Teaching	10:00-12:00 Mon 24 March 2014 Confirmed✓	Simon Lancaster & Helena Gillespie	Open Educational Resources (OERs) are becoming increasingly relevant to 21st century Higher Education. As more and more sources of information are widely available via the web, it is to the advantage of all stakeholders in education to find and use the best ones. The advantages and potential pitfalls of embracing OERs in HE teaching will be discussed using Chemistry as an illustrative example. OERs can take a number of forms, including texts, images, videos, and interactive resources. The workshop will give practical examples of how to find and use OERs and the related licensing issues. The workshop will also explore why lecturers might consider investing time and effort in developing OERs. In addition the workshop will critically evaluate OERs and discuss how to employ them as complementary elements in your modules.
Using social media to develop a professional online presence	Run twice: 11 am-1 pm and 2-4 pm Tues 11 March 2014 Confirmed✓	Sue Beckingham (Sheffield Hallam) and Simon Lancaster	<p>The exponential growth of social media and ubiquitous use of mobile technology has changed the way we communicate both socially and for many also professionally. It is therefore important to consider what the implications are and the impact of the digital footprint our online interactions leave behind. This workshop will help you reflect upon what your online presence looks like when viewed by others and how you can develop your digital profile in a positive way.</p> <p>Sue Beckingham is an Educational Developer teaching professional communication & digital skills and social media use in organisations at Sheffield Hallam University. Her research interests include social media and digital identity, with a focus on the importance of developing a professional online presence within higher education. She is a Fellow of the Higher Education Academy and the Staff and Educational Development Association (where she is a member of the Executive Board). As a</p>

			lifelong learner Sue is currently taking an MSc in Technology Enhanced Learning, Innovation and Change.
Supporting students with Dyslexia	Thursday 24 th October, 10-12 REPEATED: Tuesday 25 February, 2-4pm Confirmed✓	Debbie Sands (Disability Adviser) & Simon Andrews (Dyslexia Tutor) Disability Team, Dean of Students Office.	This workshop is for any staff member who has an interest in finding out more about dyslexia support. It will cover the following: <ul style="list-style-type: none"> • How you can support students with dyslexia and how the disability team can support you • What is dyslexia and how to recognise the signs • Support available for students from the disability team • The Disabled Students' Allowance • Exam Concessions and other reasonable adjustments • How dyslexia influences mental well-being The workshop will be interactive and will include a mixture of exercises and group discussion. Case studies from students and members of faculty will provide examples of good practice.
Supporting students with chronic conditions	Thursday 14 Nov, 2014 2-4pm REPEATED: Friday 21 March, 10-12 noon Confirmed✓	Debbie Sands (Disability Advisor, DOS)	This workshop is for any staff member who has an interest in finding out more about how best to support students with chronic conditions. It will cover the following: <ul style="list-style-type: none"> • An exploration of how living with chronic pain, fatigue and associated mobility issues can affect a student • Support available from the Dean of Students Office • How the Disabled Students Allowance(DSA) can support these students • Strategies for supporting students with chronic conditions • Exam Concessions and other reasonable adjustments available The workshop will be interactive including a mixture of exercises and group discussion. Case studies will be provided by students offering examples of good practice and areas for improvement.
Supporting students whose first language is not English	Thursday 28 November, 10-1 REPEATED Thu 27 Feb 2014, 2-5 pm Confirmed✓	Chris Bishop (Learning Enhancement Tutor, DOS); Jane Amos (Head of International Students' Advisory Team, DOS); Eylem Atakav (Lecturer, FTM); Rebecca Westrup* (Lecturer, EDU)	This interactive workshop is for teaching staff wishing to improve their effectiveness in supporting students who have English as an Additional Language. It will cover both academic and non-academic factors which can impact on these students, including: <ul style="list-style-type: none"> • Adjusting to life in the UK • 'Academic culture shock' • Learning in English • Immigration regulations • Events in the student's home country This workshop is an opportunity to discuss existing School-based initiatives for supporting the learning of students with English as an Additional Language, and a chance to learn more about what central support there is at UEA for these students and the staff working with them.

		*TBC	
Managing higher education assignments and examinations to support the achievement of students from under-represented groups	(3 hours) 13 Feb 2014 <u>Morning</u> Confirmed✓	Sue Bloxham University of Cumbria, Lancaster, 01524 384384 Ext 2518	<p>There has been extensive growth in the size of the student body in recent years leading to a more diverse student population. Whilst evidence suggests that promoting diversity has benefits for all students' academic and social growth, this change is also producing powerful challenges to teaching and learning as a result of students' levels of preparedness and expectations. This workshop will explore how we can address aspects of assessment in order to support students during their first year and in other transitions during their university careers.</p> <p>Sue Bloxham is Professor of Academic Practice and Director of Education Research at the University of Cumbria. She has taught in higher education for many years, developing a particular interest in assessment. Sue has published widely in the field including the best selling <i>Developing Effective Assessment in Higher Education</i> (Open University Press) with her Cumbria Colleague, Pete Boyd, in 2007; published the same year that she was awarded a National Teaching Fellowship. Sue's interest in assessment focuses particularly on how we manage our higher education assignments and examinations to support the achievement of students from under-represented groups. She has also researched and published on matters such as student skills development, group assessment, feedback, course design and marking. In recent years, her interest in what students need to do to succeed in university assessment has inspired research into how tutors recognise quality in their marking. She has also contributed to the Higher Education Academy's <i>A Marked Improvement</i> guide to transforming assessment in the University sector. Current projects include a Higher Education Academy/ Quality Assurance Agency funded project on the use of academic standards by External Examiners with Prof. Margaret Price from Oxford Brookes University.</p>
Teaching and learning for achievement and retention	(3 hours) 13 Feb 2014 <u>Afternoon</u> Confirmed✓	Sue Bloxham University of Cumbria, Lancaster, 01524 384384 Ext 2518	<p>This workshop will encompass key strategies in achieving improved retention and achievement, focused on in-course learning and teaching methods and drawing on relevant research. Delegates will consider a range of methods to enhance students' sense of belonging and active engagement. It will stress the importance of developing appropriate expectations of university learning and using learning and teaching practices to establish good study habits. The role of formative assessment, study skills support and proactive strategies for struggling students will also be included.</p> <p>Sue Bloxham is Professor of Academic Practice and Director of Education Research at the University of Cumbria. She has taught in higher education for many years, developing a particular interest in assessment. Sue has published widely in the field including the best selling <i>Developing Effective Assessment in Higher Education</i> (Open University Press) with her Cumbria Colleague, Pete Boyd, in 2007; published the same year that she was awarded a National Teaching Fellowship. Sue's interest in assessment focuses particularly on how we manage our higher education assignments and</p>

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<p>Using authentic assessments in higher education</p>	<p>Tues 13 May 2014 <u>Afternoon</u> Confirmed✓</p>	<p>Professor Kay Sambell, Northumbria University 0191 215 6850</p>	<p>This workshop will help participants to review and develop their own assessment designs by exploring them through the lens of authenticity. Carefully designed 'authentic' assessment is frequently regarded as one of the most powerful means we have of fostering students' deep, complex and long-lasting approaches to learning. It is typically highly prized by students because it helps them see the point of what they're learning, offers a 'hook' to motivate them, and enables them to see the longer-term value of undertaking university assessment, above and beyond acquiring marks and grades. The concept of authenticity is, of course, a relative one and authentic assessment takes very different forms in different disciplines. The workshop will focus on sharing and discussing practical examples of authentic assessment in a range of subject areas with a view to identifying how far, and in what ways, they might help us improve our own students' experiences of assessment. Participants will be involved in discussing their views of the key features of authentic assessment, and will explore some of the opportunities and constraints people might encounter when they try to put authentic assessment into practice.</p> <p>Professor Kay Sambell was awarded a National Teaching Fellowship and Personal Chair in Learning and Teaching at Northumbria University, in recognition of her contributions to the enhancement of student learning via assessment. She has published widely, most recently co-authoring <i>Assessment for Learning in Higher Education</i>, a practical guide for practitioners which stemmed from Northumbria University Centre for Excellence (CETL) in Assessment for Learning (AfL), where she acted as Director of AfL Enhancement. She currently teaches in the department of Social Work and Community Studies, working closely on innovative pedagogic projects with Linda Graham, who formerly spearheaded Student Engagement across the CETL.</p>
<p>Developing assessment literacies in higher education students</p>	<p>Wed, 14 May 2014 <u>Morning</u> Confirmed✓</p>	<p>Professor Kay Sambell, Northumbria University 0191 215 6850</p>	<p>The abilities to engage in self- and peer-review are often regarded as essential, because if students do not learn to evaluate their own work they will remain completely dependent on others, both within the university and beyond it (Boud and Associates, 2010; Nicol, 2013). Further, the capacity to self-assess underpins the effective and proactive use of feedback. However, because of the complex nature of learning tasks in university, developing in students an appropriate sense of what counts as</p>

			<p>quality and what's required is far from simple (Price et al, 2012). Developing students' assessment literacy requires their active involvement in our assessment processes. This session explores – and allows delegates to experience at first-hand - some practical activities (such as the use of exemplars) which can be used with relatively large groups of students to help them 'learn to see' (Sadler, 2013) how their lecturers judge the relative worth of particular works. Working on case study material, participants will discuss and debate design features (the choice of exemplars) and process features (how they were put into practice) to identify possibilities for transfer/adaptation into other disciplinary contexts. Students' reactions to the activities will also be shared as a focus for discussion, helping us to identify benefits and challenges to bear in mind, as well as stimulating ideas for alternative approaches.</p> <p>Professor Kay Sambell was awarded a National Teaching Fellowship and Personal Chair in Learning and Teaching at Northumbria University, in recognition of her contributions to the enhancement of student learning via assessment. She has published widely, most recently co-authoring <i>Assessment for Learning in Higher Education</i>, a practical guide for practitioners which stemmed from Northumbria University Centre for Excellence (CETL) in Assessment for Learning (AfL), where she acted as Director of AfL Enhancement. She currently teaches in the department of Social Work and Community Studies, working closely on innovative pedagogic projects with Linda Graham, who formerly spearheaded Student Engagement across the CETL.</p>
Strategies for Teaching, Managing and Assessing Large Student Cohorts	<p>10-12am Mon 4 Nov 2013 <u>and</u> 10-12 am Mon 3 Feb 2014 Confirmed ✓</p>	Alfonso Avila-Merino (NBS)	<p>Large lecture classes have been around for a long time, yet the challenges they present in terms of providing a positive student experience are ever present. Norwich Business School (NBS) has grown significantly over the past few years and to accommodate the increasing demand for Business related courses the size of our classes have in turn grown. Maintaining high quality academic input alongside rewarding learning outcomes for both students and lectures in large classes is critical, not just in NBS but for all schools with large cohorts. This seminar will provide examples of how these issues are being addressed within NBS, as means of sharing practice with colleagues in other schools of study facing similar challenges. In particular the session will focus on Teaching Large Classes with respect to: i) Managing engagement and participation through students questions; ii) presenting material effectively, iii) maintaining student engagement throughout a session, iv) using online learning materials, v) student accountability for their learning and vi) an introduction to marking assessments for large cohorts.</p>
Organising and Managing a Module	<p>2:00-3:30pm Wednesday 16 October 2013</p>	Ben Milner (CMP)	<p>The organisation and management of a module is a key factor in students' achieving the module's learning outcomes and being satisfied with the module. The aim of this session is to examine ways in which a module can be organised and managed successfully and to identify possible pitfalls that should be avoided. The session is divided into three sections.</p>

	and Wednesday 12 February 2014 Confirmed✓		<ol style="list-style-type: none"> 1. The importance of good organisation and management – this section will examine why good organisation and management of a module is important and will look at data from the National Student Survey, student module feedback and good honours. 2. Student feedback case studies – this section will look at some real examples of student module feedback, both good and bad, with aim of identifying both strengths and weaknesses in terms of the module’s organisation and management. 3. Organisation and management of a module – this section will pull together knowledge from the first two sections to create a set of important points and actions to consider when planning and running a module.
How to Manage a Degree Programme: the Role of the Course Director/Programme Leader	Oct 2013 & Jan 2014 Dates TBC	TBC	The New Academic Model (NAM) places a new emphasis on programme/course level coordination, planning and oversight. The role of the Course Director will thus become an increasingly important one within the University. The University has recently developed an agreed ‘Role Description’ for the role of the Course Director and the workshop will focus on how this ‘empowers’ Course Directors to explore the full range of opportunities that the role provides to positively influence the enhancement of programmes and the quality of the student experience. Discussions will focus on areas such as course leadership and organisation, induction, student support, coordination of assessment & feedback, moderation, quality management and enhancement, allocation of resources, effective liaison and PSRB compliance. The course will be of value to all academic staff in a course leadership role, those hoping to take on such a role in future, and others in the University who wish to understand better what the Course Director/Programme Leader role involves.
The role of the Associate Tutor: A training session for colleagues appointed on Associate Tutor contracts	Oct 2013 & Jan 2014 Dates TBC	TBC	Associate Tutors make a considerable contribution to the teaching of degree programmes and awards at the University of East Anglia. They therefore play an important role in supporting student learning and in ensuring an excellent student experience. It is important, therefore, that they are properly supported in their important role, that they can access key information and that they understand what is expected of them. It is also important that Course Director and others consider the planning which is required for the use and impact of AT’s as a resource to be maximised, and to understand and address the need for recruitment and subsequent induction and integration into the academic teams concerned. This workshop, led by a team that works extensively with Associate Tutors in different Faculties, will focus on providing an ‘Induction’ to the systems/processes and resources that underpin the effective teaching of students at UEA. This will include guidance on HR-issues, on Blackboard VLE, on University Student Support Services, marking criteria and feedback practices, effective use of classroom facilities and online resources etc. Schools making use of Associate Tutors during 2013/14 should ensure that they make information about this workshop available to them, and encourage them to book a place.

<p>Understanding the Impact of Peer-Assisted Learning (PAL) at UEA: How can PAL ‘add value’ to the student experience in your School?</p>	<p>2-4 pm, Mon 3 March 2014 Confirmed✓</p>	<p>Anne Guyon (AHP) and Adam Longcroft (ADTP)</p>	<p>Following a PAL ‘pilot’ in spring semester 2013, 2013/14 saw the first full-scale roll-out of PAL at UEA with 10 schools involved and over PAL 100 mentors leading weekly PAL sessions on 1st year modules. What learning lessons have we benefited from and what impact has PAL had on the student experience, on 1st year retention rates, on employability, on student performance, and on the PAL Mentors and PAL Officers in participating schools? How can we ‘add further value’ in 2014/15? How could PAL help 1st years in your School, and how can it help to build valuable translatable skills for your student mentors from higher years? This workshop is open to all staff who want to learn more about PAL and its implementation at UEA.</p>
<p>Developing Partnerships with external organisations: What you need to know and do.</p>	<p>2-4 pm Mon 21 October 2013 Confirmed✓ + 2-4 pm Thurs 24 October 2014 Confirmed✓</p>	<p>Sally Walker (Head of Partnerships) & Ian Dewing (NBS)</p>	<p>Partnerships at UEA are coordinated by the Partnerships Office which is led by the Academic Director of Partnerships. Partnerships are an important part of the University’s strategic planning and enable us to work with colleagues in many different external organisations to run many different kinds of programmes and to engage with an increasingly diverse range of learners. They also enable us to build strong relationships with external stakeholders, develop innovative engagement activities and enable the University to maximise its impact beyond the campus on a national and internal stage. However, partnerships also embody an element of ‘risk’, they need to develop with due respect to institutional priorities, and require careful planning if they are to be successful and sustainable. If you are interested in establishing a partnership which will add value to your School or your students, come along to this workshop to find out about how the Partnerships team can help you to maximise the benefits of the relationships you build and avoid unnecessary risks.</p>
<p>How Can You Help students to Develop their Information Literacy Skills?</p>	<p>10–11:30 Tuesday 17 Sept 2013 and 10 –11:30 Tuesday 7 January 2014 Confirmed✓</p>	<p>Andrew Barker and Jane Helgesen</p>	<p>In a recent focus group of UEA students, participants acknowledged that Google and Wikipedia didn’t always retrieve the most appropriate scholarly materials but they were quick and easy to use. In this workshop we will explore the alternative resource discovery tools offered by the Library, how you can get the most out of them and discuss the arguments you can deploy to persuade your students to use them. Throughout the workshop, we’ll discuss information literacy more generally and make the link to graduate attributes and employability. By the end of the workshop you’ll have a tool-kit of skills, teaching resources and useful contacts.</p>
<p>Supervising dissertations and extended projects</p>	<p>10am- 1pm, Wed 6 Nov 2013, 2-5 pm, Thurs 7 Nov 2013</p>	<p>Led by Adam Longcroft (ADTP), David Aldous (EDU), Richard Harvey (CMP), Jonathan Mason</p>	<p>Why do we require students to undertake dissertations and extended projects? What is it that we think they gain? What is it that they think they gain? What does ‘best practice’ in supervising undergraduate dissertation students look like? How can we help them to developing the research and writing skills required, and how can we help them to ‘conceptualise’ their dissertation projects? How should we assess dissertation students – just by the dissertation, or using other means of formative and summative assessment? What kind of feedback is most helpful to students and when</p>

	<p>And 10am- 1pm, Wed 14 May 2014 1-4 pm, Thurs 15 May 2014 Dates TBC</p>	(NSC) and Jan McAllister (AHP)	<p>should we aim to provide it to them? What are the ethical considerations we need students to consider and what should the ethical approval process for projects involve or require. What do students most value in supervision process and what are the qualities they value in a supervisor? Which students benefit most from doing dissertations and what impact does a dissertation have on degree outcomes? These are some of the questions we will explore in a workshop aimed at ensuring that we maximise the benefits to students of engaging with dissertations and extended projects.</p>
REGULATORY/POLICY COMPLIANCE & ROLE-SPECIFIC TRAINING			
<p>An Introduction to the UEA Plagiarism & Collusion Policy: A training workshop for UEA staff</p>	<p>10-12 am Wed 16 Oct 2013 (2 hours) Confirmed✓</p>	<p>Adam Longcroft (ADTP), Sarah Allen (NBS), Christine Raschka (AHP) and Christine Cornea (FTV)</p>	<p>The University approved a revised policy on Plagiarism and Collusion during 2012/13. But what are plagiarism, collusion and soliciting? What are the responsibilities and role of markers in identifying plagiarism and collusion and what is the role of the Plagiarism Officer? How should low level offences be treated, what level of certainty (e.g. what burden of proof) needs to be present? How are cases of plagiarism detected and then investigated? What use is made of <i>Turnitin</i> and when can it be employed? What happens before during and after a plagiarism meeting or a Faculty level hearing? How can we build more opportunities for students to learn about good academic practice and understand better the often blurred boundaries between good and unacceptable academic practice? How can plagiarism be designed-out of the assessment strategy for your modules? These are some of the key questions the team will be exploring during this half-day workshop.</p>
<p>Annual Meeting of School Plagiarism and Collusion Officers: Sharing Practice and Learning from Case Histories</p>	<p>10-12 am Mon 9 June 2014 Confirmed✓</p>	<p>Adam Longcroft (ADTP), Gill Price (MED), Christine Raschka (AHP) and Sarah Allen (NBS)</p>	<p>An annual opportunity for Plagiarism Officers to share their experiences in the role, reflect on the kinds of issues which have surfaced during the year, and the learning lessons which have emerged for schools and the University as a whole. The meeting is hosted by the Academic Director for Taught Programmes but led by Plagiarism Officers for other Plagiarism Officers. The meeting is also an opportunity to reflect on the new policy on plagiarism and collusion. All Plagiarism Officers are welcome to attend, as are members of LTS staff involved in supporting School and Faculty level plagiarism hearings and meetings.</p>
<p>Being a member of an Exam Board: roles, responsibilities, regulations, and making academic judgements</p>	<p>Thursday 7 Nov 2-5 pm or Friday 8 Nov 2-5 pm Dates TBC</p>	<p>Adam Longcroft (ADTP), Ben McQuillin (ECO), Jan Kaiser (ENV), Claudia Gray (LTS)</p>	<p>Serving on an Exam Board is something which most academics do at some stage in their academic career. But what is the role of an Exam Board member, what responsibilities do they have, and how can they assist the Board in making fair, equitable and consistent academic judgements? In this workshop, led by the experienced Chairs of Exam Boards, senior administrators from the Learning & Teaching Service and the Academic Director of Taught Programmes, we will explore the Regulations which apply to examiners, examples of Exam Board practice (for example, how extenuating circumstances are considered and how 'discretion' is exercised), and case histories which illustrate how academic appeals against Exam Board decisions are dealt with by the University.</p>

Chairing an Exam Board: the role, its responsibilities and learning from recent case histories	Thursday 28 Nov 2-5 pm or Friday 29 Nov 2-5 pm Dates TBC	Adam Longcroft (ADTP), Ben McQuillin (ECO), Jan Kaiser (ENV), Claudia Gray (LTS)	Being a Chair of an Exam Board (Progression Boards and Final Exam Boards) brings with a wide range of duties and responsibilities, though the specifics of the role do vary between different programmes and Schools. Drawing on the recent experiences of chairs and secretaries of Exam Boards across the University, we will explore the nature of the role, the operational aspects of Exam Boards, the Regulations and Instructions which govern Exam Boards, the way in which chairs manage Exam Board meetings, and the extent to which judgements are made and 'discretion' is exercised (for example in the case of students on grade boundaries). The workshop will also consider the way in which academic appeals against Exam Board judgements are dealt with, the information available to Exam Boards, and the implications of key elements of the New Academic Model for the way in which Exam Boards operate from 2013 onwards. This workshop is for current chairs of Exam Boards and colleagues who will be taking on this role in the new academic year (2011/12). It also provides an opportunity for Schools of Study to extend the pool of suitably trained colleagues who can carry-out the duties associated with this important role.
Training Day for New and Existing Plagiarism Officers	10-12 am Wed 20 Nov 2013 (2 hours) Confirmed✓	Adam Longcroft (ADTP), Sarah Allen (NBS), and Christine Raschka (AHP) and with support from LTS colleagues	The University approved a revised policy on Plagiarism and Collusion during 2012/13. Plagiarism Officers are central to the maintenance of academic standards within the University, and to the successful operation of the new policy. The role is a particularly challenging one for academic staff to carry-out and it is important, therefore, that new plagiarism officers have opportunities to 'learn the ropes' from more experienced plagiarism officers. Experienced POs can also learn a great deal from sharing practice more widely with their peers. During the training we will be focusing on the regulations, the implementation of the regulations and the guidance provided for POs by the University regarding the nature of the role, the manner in which cases should be investigated and what happens before, during and after an investigation. The workshops will also focus on the 'educational' role of the PO in supporting students and colleagues, and the way in which POs are supported in their role by members of the Learning and Teaching Service.
An Introduction to General Regulations and Disciplinary Procedures	Tues 22 Oct 2013, 10:00 am-12:30 pm Confirmed✓	Adam Longcroft (ADTP), Jon Sharp (LTS), Lynne Ward (LTS) + Nigel Norris (Chair, SSDC)	Over the past 2 years a number of significant changes have been made to the General Regulations governing programmes and student behaviour and to the disciplinary procedures relating to students within the University. These include new regulations or procedures relating to Fitness/Unsuitability to Study, Plagiarism, Attendance Engagement & Progress, and Professional/Academic Misconduct. All staff need to ensure that they are aware of the University's regulations and disciplinary procedures so that they can draw them to the attention of students when necessary (e.g. during Induction, in advising sessions) and apply them consistently subsequently. The workshop will be jointly led by the Director of Taught Programmes and the Chair of the Senate Disciplinary Committee, with support from senior colleagues from the Learning & Teaching Service.

Appeals & Complaints: Regulations, Procedures and Learning from Recent Case Histories	Tuesday 3 December 9-12 am Confirmed✓ <u>and</u> 9-12 am, Tues 11 March 2014 Confirmed✓	Led by: Adam Longcroft/Jo Spiro/Jon Sharp +	All students have the right to appeal against an admissions decision, or a mark or degree outcome. They can also complain either about their academic experiences on a programme or about non-academic matters. It is important that all staff have a good understanding of the reasons why students complain or appeal, the sources of support and guidance available to them, and how informal mechanisms can be used to address students' concerns early-on. In this workshop we will explore how the formal regulatory processes associated with appeals and complaints operate (e.g. what happens when a Stage 1 appeal becomes a Stage 2 appeal?), who is involved in making judgements about them, and the kinds of remedies which have been employed to compensate students or address their concerns. Drawing on recent case histories we will also consider how equality issues and natural justice influence judgements, why certain cases have been considered by the Office of the Independent Adjudicator (OIA), and what implications the latter may have for the University in the future.
Understanding Copyright: A Workshop for Academic Staff	2-4 pm Thursday 16 January 2014; <u>and</u> 2-4 pm Thursday 12 June 2014 Confirmed✓	Dave Palmer (UEA Copyright Officer)	Copyright affects many of the activities of academics within the university community but is often considered an arcane and difficult area to understand. However, with rights holders being more aggressive asserting their rights, it is critical for academic staff to understand what is 'legal' – failure to do so can be embarrassing and costly. This session will attempt to provide some clarity and information about copyright in general, and inform attendees of what can and cannot be done under current law and licences, particularly in relation to the creation of student coursework. This course is useful for anyone creating coursework, wishing to access and use the work of others, or assisting in these activities.
Information Compliance at UEA	10-12 am Wed 16 October 2013 Confirmed✓	Ellen Paterson (Information Compliance Officer Strategy, Policy and Compliance Team)	The University gathers, stores and disseminates vast quantities of recorded information. From email conversations to formal minutes of meetings, much of the information we produce and use at work may be subject to legislation such as the Freedom of Information Act, the Data Protection Act and Environmental Information Regulations. Effective management of information is key to compliance with this legislation and it is important that all staff are aware of their rights and responsibilities. This workshop will provide an introduction to information-related legislation and how it affects individuals and UEA as an organisation. Practical tips and suggestions for good information management will help participants manage workplace data effectively and securely.
Code of Practice on Placement and Work-based Learning: A Briefing Session for UEA Staff	10-12 Mon 11 Nov 2013 Confirmed✓	Led by Adam Longcroft (ADTP) and Becky Fitt (LTS)	The University has a duty of care to its students which extends to periods spent away from the University on course-related placements and work-based learning. Maintaining a safe environment and a positive student experience is relatively straight-forward when students study on campus, but how can we ensure students' safety and a positive experience whilst outside of the University? During the academic year 2011/12 the University approved a new Code of Practice on Placement & Work-based Learning. What are the precepts of the Code, what are the implications for staff

			<p>engaged in overseeing placements and work-based learning, and what expectations and requirements does the Code place on the School of Study, the student, and the placement provider? The new Code adopts a risk-based approach to the process of organising and monitoring placements – but how can staff and students assess risks and what criteria can they use to do so? The workshop is for any member of staff involved in organising, overseeing, assessing, managing or evaluating placements and work-based learning, regardless of whether the course or module or experience relates to UG, PG, or PGR level.</p>
<p>Staff-Student Liaison Officer – maximising the value and impact of the role.</p>	<p>Oct 2013</p>	<p>James Cornford (NBS) Tony Moore (Union)</p>	<p>The Staff-Student Liaison Committees within the University constitute a vitally important mechanism via which the student voice is heard and communicated – often driving important changes at School, Faculty and University level. It also forms an important aspect of student engagement and, as such, will take on a renewed importance as ‘engagement’ in all its forms, becomes an increasingly central key priority for both the QAA (as articulated within the new UK Quality Code) and within the University. The role of the Staff-Student Liaison Officer will thus become even more central in facilitating student feedback and engagement and in driving positive change within Schools and Faculties. This workshop considers the key aspects of the role and explores how its value and impact can be maximised. The workshop will be led by experienced SSLOs within Schools and the emphasis will be on identifying and sharing best practice.</p>
<p>Director of Teaching & Learning – understanding the role and its importance in assuring quality and enhancing the student experience.</p>	<p>2-5 pm 19 Nov 2013 Confirmed✓</p>	<p>Helena Gillespie Rosie Doy Ben Milner Sanna Inthorn Adam Longcroft</p>	<p>The role of the Director of Teaching and Learning is a complex, wide-ranging and challenging one. It is also one that is central to effective leadership of teaching and learning at School level and one that requires a strong understanding of University regulations and quality assurance and quality enhancement processes. The first part of the workshop focuses on the role of the Director of Learning and Teaching, drawing on case studies from HUM and SCI, and the second half will focus on how Directors of Teaching and Learning can influence and drive change in their Schools and Faculties. There will be Q & A sessions, and discussion in mixed Faculty groups. The workshop will be led by the four Faculty Associate Deans for Teaching and Learning, with support from colleagues in BIU and LTS. The workshop is aimed at all Directors of Teaching & Learning – including those new in the role and those with more experience. The presence of the latter is crucial in ensuring that experience in the role can be shared.</p>
<p>The new higher education quality infrastructure: An Introduction to the UK Quality Code and QAA Higher Education Review</p>	<p>10-11:30 Mon 4 Nov 2013 <u>and</u> 10-11:30 Tues 4</p>	<p>Adam Longcroft, Jon Sharp, Lynne Ward, Sally Walker and Vivien Easson</p>	<p>UEA will be subject to a QAA audit (institutional review) at some point during 2015/16. This will be conducted in accordance with the new review framework: the Higher Education Review. The University will be audited against the QAA’s new quality infrastructure: the UK Quality Code. It is important that all UEA staff are aware of both the review framework and the Quality Code so that they understand how the requirements of both are likely to impact on them, their School and the University, the significant differences between past and current audit criteria, and the changes that</p>

	March 2014		are likely to occur within the University in order to ensure compliance within the Code and achieve a positive outcome from the Review. This workshop, which is led jointly by the Academic Director for Taught Programmes, and colleagues from LTS and REN, will provide a useful overview of the new audit regime and the Quality Code.
Courses, markets and competition legislation	10-12 am Thursday 5 Dec 2013 Confirmed✓	Contact: Andreas Stephan (LAW/CCP)	Competition rules are designed to protect consumers and prevent firms from causing anti-competitive harm. They have very wide application and can be breached inadvertently through contact with individuals in rival institutions. Breaches of competition law can result in fines of up to 10% of turnover for the institution and (in extreme cases) up to five years imprisonment for individual employees. This seminar is designed for those who come into contact with individuals from competitor universities, for example in the process of setting up new courses or reviewing the performance of existing ones. It will explain how the UK's competition rules might apply to course design, teaching activities, fees and bursaries, providing guidance on how to limit the risk of infringements.
Research, commercialisation and competition legislation	10-12 am Thursday 13 Feb 2014 Confirmed✓	Contact: Andreas Stephan (LAW/CCP)	Competition rules are designed to protect consumers and prevent firms from causing anti-competitive harm. They have very wide application and can be breached inadvertently through contact with individuals in rival institutions. Breaches of competition law can result in fines of up to 10% of turnover for the institution and (in extreme cases) up to five years imprisonment for individual employees. This seminar is designed for researchers and research coordinators who come into contact with individuals in competitor universities. For example, this might occur in the context of joint bids for research grants or research partnerships between institutions. It will explain how the UK's competition rules might apply to research activity, providing guidance on how to limit the risk of infringements.

Appendix 2

Feedback on the Learning & Teaching Day, May 2013

1. Department and role (e.g. AHP Senior Lecturer)

answered question

43

skipped question

6

LTS manager	DOS
BIO Senior lecturer	NSC Lecturer
LDC Lecturer	NSC lecturer
PSI teacher	LTS, Partnerships Manager
HUM senior lecturer	LTS Co-ordinator
MED Lecturer	MED senior lecturer
CMP Senior Lecturer	English tutor INTO
LIB Librarian	SSF
Lecturer	BIO SL
LDC PhD First-Year	NBS Lecturer
PHA lecturer	EDU PGR
DOS Tutor	EDU
CHE Senior Lecturer	
INTO Academic Director	
Chemistry Lecturer	
CSED assoc tutor	
ISD Learning Technologist	
DOS Learning Enhancement Tutor	
PSY Phd student	
H.E. Easton -Otley College	
HUM Lecturer	
Law Ph.D Student Associate Tutor	
Law lecturer	
FMH Associate Dean	
ENV Senior Lecturer	
INTO London Learning Technologies Coordinator	
HUM Lecturer	
CCN lecturer	

LAW Professor
 LCS Lecturer
 LCS Senior Lecturer

2. How interesting did you find the day?

	answered question	49
	skipped question	0
	Response Percent	Response Count
Excellent	46.9%	23
Good	53.1%	26
Fair	0.0%	0
Poor	0.0%	0

3. How do you rate the general structure of the day?

	answered question	49
	skipped question	0
	Response Percent	Response Count
Excellent	36.7%	18

3. How do you rate the general structure of the day?

Good	55.1%	27
Fair	8.2%	4
Poor	0.0%	0

4. How many sessions did you attend in total excluding the keynote presentations?

answered question	49
skipped question	0

	Response Percent	Response Count
One	2.0%	1
Two	24.5%	12
Three	24.5%	12
Four	49.0%	24

5. On a scale of 1 - 4 (where 1 is poor and 4 is excellent) please rate each session you attended in terms of CONTENT.

answered question 49

skipped question 0

	1	2	3	4	Rating Average	Rating Count
Use of Twitter	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (6)	4.00	6
Rethinking seminars for international students	0.0% (0)	10.0% (1)	30.0% (3)	60.0% (6)	3.50	10
Feedback	4.8% (1)	0.0% (0)	47.6% (10)	47.6% (10)	3.38	21
What can go online should go online!	0.0% (0)	0.0% (0)	33.3% (3)	66.7% (6)	3.67	9
Challenges in, and strategies for, teaching international students	8.3% (1)	8.3% (1)	50.0% (6)	33.3% (4)	3.08	12
Learning and teaching spaces on campus	16.7% (2)	16.7% (2)	33.3% (4)	33.3% (4)	2.83	12
The challenges of preparing international students for university courses	12.5% (1)	12.5% (1)	50.0% (4)	25.0% (2)	2.88	8
Developing an intercultural approach in Masters courses	0.0% (0)	42.9% (3)	57.1% (4)	0.0% (0)	2.57	7
The mobile classroom	0.0%	0.0%	60.0%	40.0%	3.40	5

5. On a scale of 1 - 4 (where 1 is poor and 4 is excellent) please rate each session you attended in terms of CONTENT.

	(0)	(0)	(3)	(2)		
The impact of counselling	0.0% (0)	33.3% (1)	33.3% (1)	33.3% (1)	3.00	3
Helping students to become independent learners	0.0% (0)	5.9% (1)	17.6% (3)	76.5% (13)	3.71	17
Exploring ways to enhance foundation students' success	0.0% (0)	9.1% (1)	36.4% (4)	54.5% (6)	3.45	11
Narrative in Law teaching	0.0% (0)	0.0% (0)	66.7% (4)	33.3% (2)	3.33	6
Engage : explore : experience International Summer School (ISS)	0.0% (0)	25.0% (1)	50.0% (2)	25.0% (1)	3.00	4
Design and development of learning activities	0.0% (0)	0.0% (0)	60.0% (6)	40.0% (4)	3.40	10
The experience of Peer Assisted Learning (PAL) at UEA	0.0% (0)	7.7% (1)	61.5% (8)	30.8% (4)	3.23	13

6. On a scale of 1 - 4 (where 1 is poor and 4 is excellent) please rate each session you attended in terms of OPPORTUNITY TO PARTICIPATE / INTERACT.

							answered question	49
							skipped question	0
	1	2	3	4	Rating Average	Rating Count		
Use of Twitter	0.0% (0)	16.7% (1)	50.0% (3)	33.3% (2)	3.17	6		
Rethinking seminars for international students	0.0% (0)	9.1% (1)	9.1% (1)	81.8% (9)	3.73	11		
Feedback	5.0% (1)	40.0% (8)	45.0% (9)	10.0% (2)	2.60	20		
What can go online should go online!	0.0% (0)	9.1% (1)	27.3% (3)	63.6% (7)	3.55	11		
Challenges in, and strategies for, teaching international students	0.0% (0)	25.0% (3)	25.0% (3)	50.0% (6)	3.25	12		
Learning and teaching spaces on campus	16.7% (2)	0.0% (0)	41.7% (5)	41.7% (5)	3.08	12		
The challenges of preparing international students for university courses	0.0% (0)	20.0% (1)	40.0% (2)	40.0% (2)	3.20	5		
Developing an intercultural approach in Masters courses	0.0% (0)	0.0% (0)	71.4% (5)	28.6% (2)	3.29	7		
The mobile classroom	0.0%	0.0%	40.0%	60.0%	3.60	5		

6. On a scale of 1 - 4 (where 1 is poor and 4 is excellent) please rate each session you attended in terms of OPPORTUNITY TO PARTICIPATE / INTERACT.

	(0)	(0)	(2)	(3)		
The impact of counselling	0.0% (0)	33.3% (1)	33.3% (1)	33.3% (1)	3.00	3
Helping students to become independent learners	0.0% (0)	11.8% (2)	41.2% (7)	47.1% (8)	3.35	17
Exploring ways to enhance foundation students' success	0.0% (0)	10.0% (1)	60.0% (6)	30.0% (3)	3.20	10
Narrative in Law teaching	0.0% (0)	0.0% (0)	40.0% (2)	60.0% (3)	3.60	5
Engage : explore : experience International Summer School (ISS)	0.0% (0)	60.0% (3)	20.0% (1)	20.0% (1)	2.60	5
Design and development of learning activities	0.0% (0)	10.0% (1)	70.0% (7)	20.0% (2)	3.10	10
The experience of Peer Assisted Learning (PAL) at UEA	0.0% (0)	30.8% (4)	53.8% (7)	15.4% (2)	2.85	13

7. On a scale of 1 - 4 (where 1 is poor and 4 is excellent) please rate each session you attended in terms of USEFULNESS TO YOUR OWN ROLE.

answered question 49

skipped question 0

	1	2	3	4	Rating Average	Rating Count
Use of Twitter	0.0% (0)	0.0% (0)	33.3% (2)	66.7% (4)	3.67	6
Rethinking seminars for international students	0.0% (0)	20.0% (2)	0.0% (0)	80.0% (8)	3.60	10
Feedback	0.0% (0)	4.8% (1)	38.1% (8)	57.1% (12)	3.52	21
What can go online should go online!	0.0% (0)	11.1% (1)	11.1% (1)	77.8% (7)	3.67	9
Challenges in, and strategies for, teaching international students	0.0% (0)	21.4% (3)	50.0% (7)	28.6% (4)	3.07	14
Learning and teaching spaces on campus	16.7% (2)	25.0% (3)	33.3% (4)	25.0% (3)	2.67	12
The challenges of preparing international students for university courses	0.0% (0)	33.3% (2)	16.7% (1)	50.0% (3)	3.17	6
Developing an intercultural approach in Masters courses	14.3% (1)	14.3% (1)	28.6% (2)	42.9% (3)	3.00	7
The mobile classroom	0.0%	40.0%	20.0%	40.0%	3.00	5

7. On a scale of 1 - 4 (where 1 is poor and 4 is excellent) please rate each session you attended in terms of USEFULNESS TO YOUR OWN ROLE.

	(0)	(2)	(1)	(2)		
The impact of counselling	0.0% (0)	33.3% (1)	0.0% (0)	66.7% (2)	3.33	3
Helping students to become independent learners	5.6% (1)	5.6% (1)	27.8% (5)	61.1% (11)	3.44	18
Exploring ways to enhance foundation students' success	0.0% (0)	30.0% (3)	30.0% (3)	40.0% (4)	3.10	10
Narrative in Law teaching	0.0% (0)	0.0% (0)	40.0% (2)	60.0% (3)	3.60	5
Engage : explore : experience International Summer School (ISS)	0.0% (0)	60.0% (3)	20.0% (1)	20.0% (1)	2.60	5
Design and development of learning activities	0.0% (0)	10.0% (1)	40.0% (4)	50.0% (5)	3.40	10
The experience of Peer Assisted Learning (PAL) at UEA	7.7% (1)	15.4% (2)	30.8% (4)	46.2% (6)	3.15	13

8. What are your thoughts on the two keynote sessions?

answered question 37

skipped question 12

- Really good - set out some key themes for the day; thought provoking. Much improved close to the day.
- both excellent
- Helena's speech was thought provoking- would have liked more notice of the intention to use twitter and self-downloaded programs.
- I thought they were engaging and thought-provoking.
- I thought Helena Gillespie was a v good speaker and the content was interesting. I found Nigel Norris quite inspiring and it gave me some historical content but also lots of food for thought around autonomy.
- Good to have a long-term context provided by Nigel Norris. We too easily lose institutional memory.
- Very stimulating.
- Unfortunately, due to teaching commitments, I was not able to attend the 2 keynote sessions. I had wanted to attend the 1st keynote session as it looked as though it would be interesting.
- Morning: excellent, thought provoking and very well delivered PM: informative.
- Slides difficult to see, making it difficult to read quotes, and after a full day, more difficult to engage in the deeper philosophical aspects
- First one was excellent. Very engaging and thought challenging
- First was interesting but would have liked more on appropriate and relevant ways to integrate digital literacies as shown on the diagram handout. Second was an excellent conclusion to the day.
- Very good - set an excellent tone for the day
- Both very interesting. I actually thought I would not really enjoy the Stenhouse keynote but actually found it very enjoyable and enlightening.
- Both were thought provoking. Screen in main council chamber is not fit for purpose.
- Very good. What we provide to international students could be so much better. I think it is often viewed as too difficult a challenge to really face fully
- Very useful and substantial.
- Unfortunately was unable to attend them.
- These were not so useful as the break-out sessions and were problematic as they did not demonstrate 'good practice' in terms of the ideas being put forward (eg student-led participatory learning). Perhaps an external speaker in the area of focus could be invited for one of the slots?

- I was only able to attend Helena's session, but I enjoyed a thought-provoking opening, and the immediate invitation to engage in discussion with peers it presented.
- V interesting
- Both were thought-provoking.
- Very well crafted
- Informative, thoughtful and thought provoking
- Helena's session was excellent. Nigel's session sounded like an interesting bit of academic research but not really practically useful. I didn't go as a result.
- Thought provoking. Engaging.
- Both very well delivered and thought-provoking.
- Excellent presentations, very stimulating
- Very thought provoking and inspirational to go out and find out more about the topic areas.
- Raised some interesting questions and provoked some stimulating discussion
- The first one was interesting and stimulating.
- Helena's session was excellent and has inspired me to further use technology to become a native. Nigel's session was useful revision
- Helena's was a bit surprising. Students must be very confused given conflicting advice they seem to be given on use of mobile technology in lectures....
- I missed the first one as travelling from London, the last one was interesting.
- Very good
- The one at end of day interesting but more specific examples of how and how HE does not reflect Stenhouse's approach would have been useful.
- Weaker than the parallel sessions - too abstract for my taste.
- Helena was excellent, thought provoking and interactive with audience. Nigel Norris was very inspiring

9. What have you gained from the day?

answered question 36

skipped question 13

- Greater insight into learning and teaching practice at UEA and more contacts across the university.
- Contacts, ideas for future things
- Re-thinking again about the use of lectures, how to use the space ie technology... exciting times
- The opportunity to reflect on many issues relating to my role as a lecturer in Higher Education. I will be drawing on these reflections when I write my Reflective Report.
- It was good to have some of my work validated and also to be inspired to use some new approaches
- Encouragement
- Wider perspective and new ideas.
- A better understanding of the issues of other staff running foundation programmes and a better understanding of the international summer school programme, which I will be involved in this year.
- Some ideas and insights (particularly the feedback session)
- Better understanding of L&T ideas at UEA
- Excellent stimulation for thought and ideas for putting into practice or using to design appropriate materials for my classes.
- A sense of common purpose
- Some new perspectives on feedback (particularly the psychology) and enhancing students' learning experience.
- I found the PAL talk useful and will consider more peer mentoring on my course. As I have very, very few international students, those sessions did not hold a lot of use personally but the session was informative and may help in the future.
- Some ideas to take forward in my own teaching practices.
- A reminder of how we could make the international student experience so much better
- There were some issues in my own research inquiry that had been addressed in the sessions. Very useful indeed!
- A far better understanding of how the broader university approaches, thinks about and responds to the challenges faced by overseas students.
- This was a very useful opportunity to see what was happening in other schools and share innovations and research.

- A chance to meet colleagues in a learning and teaching context - not always possible from the library. Also great to see what other people are up to in terms of teaching practice. The opportunity for interaction across departments/schools is invaluable.
- Contacts
- The opportunity to look at one's own teaching from different perspectives.
- More ideas to translate into teaching and research practice.
- Too soon to say!
- A new contact at UEA London. Not much other than that as, although the session I went to were great, I'd heard most of them before.
- Really enjoyed the opportunity to work with colleagues across the University in such a supportive and respectful atmosphere.
- Great opportunity to reflect on and assess our teaching methods.
- Ideas and thoughts for the future
- A wider context for teaching issues across the university.
- A better insight into what students want from feedback. A better understanding of the services on offer to support students.
- Very thought provoking regarding how we expect students to learn
- Ideas...
- Some good ideas to improve teaching, and good resources to implement.
- Talking to people about use of technology etc. was good and made some good contacts. Twitter session was excellent and got nice ideas for use of social media in my centre.
- Lots of reflection, and time to think
- A renewed interest in aspects of learning and teaching and to try new approaches.
- Some good ideas and some links with other schools' teaching innovations to follow up.

10. Do you have any suggestions for a theme for Learning & Teaching Day 2014?

answered question 19

skipped question 30

- No
- I really enjoyed hearing the experiences of the students involved in PAL so maybe more student involvement??
- Teaching our students how to learn
- Assessment theory and processes.
- No
- Bridging the Gaps: school to uni/academic skills, English language, content, methods, culture..
- Spread it out so it is possible to attend more of the sessions. FILM IT - so we can spread the impact around. It was difficult to attend and it seemed to be around 100 people out of more than 2000. And that's admin as well as acad.
- Creativity and critical thinking. Producing employable graduates. Developing debates and arguments.
- As in several previous years I will make the same comment: Don't have parallel sessions. Make the sessions shorter, then you would not need to have four against each other.
- More of the same. It should be held once a semester not once a year.
- Topics on how education can address literacy and development issues specially among the most vulnerable groups in the society.
- Promoting genuine interdisciplinarity.
- Building a happy and productive PGR community
- There is a pressing need to engage critically with the current HE environment - eg cost challenge, increasing bureaucratic requirements etc - and the implications for teaching and learning.
- Try to avoid scheduling similar seminars
- Breaking boundaries between disciplines to cross fertilise ideas.
- Something about Learning and Teaching in Frugal Times?
- e-learning, distant courses
- Spread similarly themed sessions across different panels. Allow a change over break... missed one session because the previous one ran over time.
- Improving Feedback

11. Any other comments, suggestions or if you had any significant problems, please explain here:

answered question 21

skipped question 28

- The change of venue for the plenary sessions this year worked really well - it's much easier to generate a 'buzz' in a room the size of the Council Chamber than it is in the TPSC Lecture Theatre, which is just a bit too big for the numbers that attend L&T Day.
- I can't remember all the titles of the sessions I went to so couldn't fill in all the stuff above.
- The day could be just a little shorter, I was struggling by the last session
- Not sure about the 'parallel sessions' idea - maybe better to have shorter consecutive sessions. 'Arrival' coffee ran out almost immediately, leaving some people without, and no more was provided until 11.30 - trivial yet important!
- MUCH better than a similar event I attended at my previous university. Very impressed by the quality of work presented, well done everyone
- Most enjoyable and please continue as these days give us an opportunity to talk and share ideas with others whom we see but never speak!
- Very good attendance. Well done!
- It's a really important activity. We lack this opportunity to discuss these issues and feel part of a larger organisation.
- Parking was very expensive (more than the city!) However, we've been told this can be claimed so appreciate that. The whole day was very well executed and all my sessions were kept strictly to time which was appreciated. More interactive activities and sharing of good practice (from attendees) would be appreciated.
- It should be held once a semester
- Really enjoyed it.
- The main problem was the timetabling as three sessions on international students were put in the same slot, meaning I could only get to one though this was my main interest. Several people commented on this too.
- Good organisation
- Maybe rethink parallel sessions. Maybe include some open discussion sessions - even an open conference structure!
- Frances did a wonderful job organising things on the day *
- The sessions I went to this year happened to be good and relevant. In other years they haven't been. PLEASE introduce some quality control to session selection though. DON'T fill slots on a first-come first served basis. Ask presenters to submit extracts and then CHOOSE the best once they're all in. Also don't invite individuals

to 'talk about something'. * PLEASE ensure the take-homes from sessions are relevant, transferable and practical. NOT someone on their own research hobbyhorse. * Posters were poor other than the learning technology ones * PLEASE distribute details of the day much more widely. To colleagues in ISD and other Divisions, and not just to academic colleagues in Schools or on the MA-HEP. I say this every year, and every year only find out about it by accident. Considering there was a technology element this year, there was no-one in attendance from ISD above a Grade 7.

- If the goal really is for sessions to be interactive, please don't locate them in lecture theatres (i.e. A 3.01) or rooms that are set up in that way.
- Generally, a great day which made me feel part of the wider teaching community here. It was reassuring to find so many others with a genuine passion for teaching.
- I have marked the session on learning and teaching spaces on campus as poor. This is not intended to reflect upon the two presenters. Unfortunately (as is often the case in such presentations) one member of the audience took the opportunity to express his dissatisfaction with the facilities and services, others joined in - the chairperson didn't intervene and the whole session became pretty pointless.
- WiFi was a bit erratic in the Arts building, otherwise all good!
- Thank you very much